1-221 : 1FC1 Academic + Clinical Relationships I School of Nursing

1F - Academic + Clinical Relationships

C - Actual Relationships with academic institutions

1 - General Summary, 1972 (by N. Petzold)

Correspondence, R. Sleeper 1960-1966

1972

Prepared by N. Stuart

For many many years the Massachusetts General Hospital School of Nursing has had various plans allowing for part-time study at MGH and allowing for course exemptions for courses taken elsewhere or certain "life experiences."

Over the years the School had several formalized plans with colleges and universities.

1919 Simmons College established a 5-year program leading to a degree and diploma from MGH School of Nursing (also Peter Bent & Children's). This program ended in 1934 when Simmons established its own School of Nursing.

1946 Coordinated Program conducted jointly by Radcliffe and MGH School of Nursing was established. Revised 1959 to meet the needs of the college graduate more adequately; the nursing segment of the program was opened to graduates of other colleges. Revised program ended 1966.

1948 Program with Hood College established; students with two years at Hood were admitted to the MGH School of Nursing; they graduated with 123 days time allowance, and received a B.S. from Hood and diploma from MGH. This program ended in 1962.

1962 Program established with Northeastern University; Associate in Science Degree from Northeastern, Diploma from MGH. This program was offered to a section of the incoming Freshman Class who elected to participate in it. Northeastern University opened its own College of Nursing in 1964 so the program ended in 1966 when the students who entered in 1963 graduated.

1936 Simmons College School of Nursing undergraduates began to affiliate at MGH (1 yr.) Program ended in 1951.

1951 Simmons College School of Nursing undergraduates affiliated with Coordinated Program. This affiliation ended in 1959 when the Coordinated Program was revised.

At various times college graduates who requested it could take a shortened course at MGH. (In her 1942 Annual Report Miss Johnson mentioned that Felicita Boselli, graduate of an English University, was graduating from MGH in January in a shortened course, and that there were four other college graduates in the School on the same basis. She noted that Miss Boselli was the first student since 1927 to do this.)

1937 It was mentioned in the Annual Report that MGH graduates, who had satisfactorily completed in an approved college a 2-year academic program acceptable to Simmons, may obtain from that college a B.S. degree in one year.

1. When the Coordinated Program closed the possibility of Harvard/Radcliffe assuming institutional responsibility for the program was explored.

2. Relationships with other colleges such as M.I.T. have been explored. Possible obstacles: admission requirements; costs; philosophy of the university or college.

3. When the Northeastern University Alternate Program closed we sounded them out regarding teaching a course; e.g., English for our students. They expressed concern about their faculty load and the number of our students, etc.

4. a) The wisdom of purchasing sciences/general education courses was considered. The problems were lack of coordination; integration; control over quality, depth and breadth of content of courses, etc. Also there would be scheduling problems.

   b) Or, if the first year was at a college, with focus on general education courses, then all nursing in 2 years, it would lead to quite a different preparation.

5. In 1960 there was some exploration of the teaching hospitals "Longwood Avenue Complex" and MGH about a combined nursing school associated with Harvard. The plan had drawbacks and obstacles, and did not materialize into a formalized proposal. Beth Israel did decide to close its School of Nursing.

6. Massachusetts General Hospital for some time had been exploring the possibility of a change in its charter so that it would legally be recognized by the state as an educational institution capable of granting certain credentials. The thought was that it would make the hospital eligible for additional funds approved for educational institutions, as well as allowing a degree-granting power, possibly by a School of Health Sciences. The degree would be A. D.

7. a) For the School to seek independent status to grant diplomas poses the problem of financial support - where would the subsidy come from.

   b) For School to seek a charter to become independent and receive authority to award an A.D. degree, there is the problem of cost, the problem of the single purpose, limited "A.D.", and the problem of two years for accreditation as an A. D. Program in Nursing.

8. Approximately 4 years ago we considered the possibility of requiring an English Course for credit. This was vetoed by the students who preferred leaving the option up to them as to which course for credit they should take. The majority of students preferred that we <u>not require</u> any courses for credit but leave the option entirely up to them.

   a) Many students have some college credits; there are an increasing number of students with college/degree now applying.

4. When the Constitutional Convention placed the possibility of Harvard/Radcliffe assuming institutional responsibility for the college was explored.

5. Relationships with other colleges such as X.L.C. have been explored. Possible educational education requirements course problems of the university or college.

6. When the Northeastern University Alumnae Program placed us requested then with regarding teaching a course; e.g., English for non students. Long suggested courses about Night Faculty load and the review of our students, etc.

8. a) The wisdom of producing colleges/general education courses not considered. The problems were lack of coordination; integration, control over quality, depth and breadth of numbers of courses, etc. Also there would be substituting problems.

b) Or, if the first year was at a college, with focus on general education courses, then all morning in 2 years, it would lead to quite a different preparation.

9. In 1960 there was some workshops of the teaching Negroids "Improved Arenas Complaints" and NEW about a combined course project sponsored with Harvard. The plan had drawbacks and obstacles, and did not materialize into a formalized proposal. Both Harvard did close its close its School of Arenas.

10. Incidentally the General Hospital for some time has been exploring the possibility of a change in the charter so that it would legally be recognized by the state as an educational institution capable of granting academic credentials. The Catholic was that it would make the hospital eligible for additional funds approved for educational institutions, as well as affording a degree-granting power, probably by a School of Health Sciences. The degree would be A. S.

7. a) For the School to seek independent status to grant diplomas pose the problem of financial support - where would the subsidy come from.

b) For School to seek a charter to become independent and remains affiliated to Harvard as A.E. degree, there is the problem of cost, the problem of the right persons, limited "A.T.", and the problem of the years for accreditation as an A. B. Program in Evening.

8. Approximately 5 years ago we considered the possibility of requiring an English Course for credit. This was vetoed by the students the problem during the system up to then as to which course for credit they should take. The majority of students preferred that we not require any course for credit but leave the option entirely up to them.

a) Many students have some college credits; there are an increasing number of students with college degrees and upgrading.

b) Costs of our program were increased; we felt students should have option of purchasing outside courses.

c) We have encouraged the students to avail themselves of college courses while enrolled in our program. As our curriculum is now designed this is more feasible.

d) (As a matter of interest, we offered to provide a seminar in literature - "Great Books" - but there was lack of interest)

e) We encourage/urge students to do well in courses here and in NLN Achievement Tests in order to receive optimum course credit by examination/course exemption.

9. In 1970-1971 there was some exploration with the University of Massachusetts, Boston, regarding establishing a link between the MGH School of Nursing and them. A proposal was presented, but costs/priorities at Northeastern prohibited this.

NP:EF
10/6/72

February 21, 1966

Mrs. Alice Y Conlon
Editor
50 West Cedar St.
Boston, Mass.

Dear Mrs. Conlon:

Thank you for sending the copies of the two letters to me. I think the QUARTERLY should print them all.

Apparently I did not make it clear that the new plan will not require 4 years, but soon some graduates who get credit on the new basis will be available and they can then answer this question.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

February 21, 1966

Mrs. Irene Lawson
Editor
50 East Cedar St.
Boston, Mass.

Dear Mrs. Lawson:

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Apparently it did not make it clear that the pre-paid will not require a year and some graduates who get start on the new basis will be ineligible to take the answer this question.

Sincerely yours,

Seth Sheppard, M.D.
Director of the School of Nursing
and Nursing Service

February 18, 1966

FEB 21 1966

Dear Miss Sleeper:

At this week's Board of Director's meeting of the Nurses Alumnae Association, I asked the members to give their opinions on printing these two letters in the current "Quarterly Record." The letter from Judy Harding Dougherty was written after she had reviewed the letter from Margaret A'Hearn.

The Board members realize that this great concern by alumnae members for the future of the MGH School of Nursing will continue and will be voiced through the alumnae publication, probably again and again. We all agreed that there is no way to deny members this right. Therefore, we feel we must publish these letters.

However we do want you to know about this and to see the letters.

I do hope these photostat copies are readable.

If you have any comments or suggestions, we would welcome them.

(I do not need these copies; I have the originals for the printer.)

Thank you

Please say

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Most sincerely,

Alice Y. Conlon

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Editor

50 W Cedar St
Boston

LONG Letter dictated to Mrs Alhearn Alumnae Office should have address

Please make 2 extra carbons

A REPLY TO MISS SLEEPER'S ARTICLE

I read with great interest and concern the article by Miss Sleeper in the last issue of the 'Quarterly'.

We graduates should not sit back quietly while 'our school' is steadily 'discredited' by local universities, for in doing so, the end of the M.G.H. School of Nursing is surely in sight. How can M.G.H. possibly expect a girl with high scholastic ability and a great interest in nursing to choose its diploma program, over a four-year baccalaureate program, with its promise of job advancement, job satisfaction and greater renumeration?

The basic question seems to be - which is the better nurse? A four-year baccalaureate degree nurse or an M.G.H. diploma nurse, armed with thirty or more credits, who has continued her education and received her degree. If the answer is the latter, then the <u>incentive should not be lost</u>. (I find Miss Sleeper's idea that a girl will complete three years at M.G.H. and four years of college quite unrealistic.)

In 1938, the recommendations of Miss Sleeper that nursing education should be upgraded to the junior college level ('Every Man Our Neighbour' by Joseph Garland, p.47) were adopted by the trustees. Now almost thirty years later, nursing education has advanced to the doctoral degree, but it appears that the importance of the three year diploma program has steadily diminished. I am afraid that Miss Sleeper's article did not convince me that this trend is desirable.

Margaret Platts Alhearn (1953)

Feb 3 1966

Dear Terry:

I agree with the conclusions Mrs. O'Hearn has reached but for additional reasons. It is unrealistic for a girl to choose the diploma program for another reason also. The junior college offers a course with the credit of 60 points if you continue study for a nursing degree or 45 pts. for a degree in another field. (I have confirmed this verbally, but not in writing.)

In my opinion, it is not so much a question of which is the better nurse as it is to credit the nurse in the diploma program with points she has earned and does deserve. Many courses and instructors are certainly on the college level.

In a recent conversation with a hospital chaplain ~~who~~ a teacher of sociology (Understanding Interrelations in Nursing), he said, "When I am sick – I want the nurse to give me the correct medicine of the correct

dose at the correct time" The first requirement he expressed. It seems we get so involved we lose sight of our initial function — Patient Care.

Although Miss Parsons wrote a plea to ask for cooperation for the student nurse during her first year duties, the following expresses for me a basic concept that still rings true,

★ "Nursing must be learned at the bedside, and at the bedside of hospital patients, accuracy, fidelity to instruction, and skillful manipulation, may be learned, so that these may be fairly required of our graduates. — — — — If a nurse is incapable of acquiring these, she will never have the success which is possible; but at the time of graduation she has no opportunity of testing their possession, and they are not always innate."

It seems to me that it is a compliment to Miss Sleeper that so many graduates are concerned about their school. We should be deeply committed to the dedicated nurses who planned this type of study and to keep available for those who choose this program every benefit to which they are entitled.

Judy

* pg 48 Parsons History of Massachusetts General Hospital Training School for Nurses

September 29, 1965

Miss Eleanor Rowe
1271 NW Little River Drive
Miami, Florida 33147

Dear Miss Rowe:

I am afraid I am somewhat at loss to know what one of our graduates told you there in Miami.

We do not have an affiliation with the Boston University Graduate School of Nursing in the sense I think you understood. Boston University School of Nursing graduate program sends some of its students here for observation and experience in supervision, and in June sends more who have just finished their Master's degree program for rather intensive observation in Nursing Service Administration. We also have a Residency Program like some other hospitals in Boston and accept one Resident a year in Nursing Service Administration. This is for a period of nine months. All of this is under the immediate direction of Boston University and we cooperate with them.

We do employ nurses here of course who wish to study, and the Hospital does give free tuition at Boston University for a graduate employed here if she is here when the course starts, completes the course while she is still here, and passes it. In this way some of the graduate nurses work off part of their Master's requirements and so have a somewhat easier time when they go to school on a Federal Fellowship at a later date.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

August 7, 1964

David Gold, M. D.
Associate Professor of Surgery
The University of Texas
Medical Branch
Galveston, Texas

Dear Dr. Gold:

I am sorry this reply comes to you so late, but with vacations and other activities crowded into this period our correspondence has unfortunately been delayed.

I wish I could give you the details of the program which Miss Alexander suggested, and tell you that it is continuing successfully. Unfortunately, we did find it a success. The students liked it, they were challenged by it, they are proving to do well after their return from the University year to the continuing program in the School of Nursing here. But the University itself has decided to set up an Associate in Nursing program, and therefore ours which also received an Associate Degree has been terminated.

The plan we had worked out after long years of study was a plan whereby this School of Nursing would secure courses during the three years in the School of Nursing at the University. The student would meet both our entrance requirements and the University requirements for entrance. She would be accepted by us, and sent then as a matriculating student at the University.

In the first year the students took 30 weeks of English, 10 weeks of Anthropology and 10 of Sociology, 10 of Anatomy and 20 of Physiology, 30 of general Chemistry, and a five-week brief unit in Biological Chemistry, and Nursing. Nursing during the first 30 weeks was held at a minimum, but in the Intersession of 5 weeks it picked up the time given up by Physiology, Sociology, and English.

The students then came to us and continued with their program here, but returned to the University for a course in Psychology for 30 weeks in the second year, and a course in the Humanities for 30 weeks in the third year.

You will notice that I have spoken in terms of ten-week blocks, except for the one five-week Intersession block. Northeastern University is on a cooperative work program plan. Consequently the blocks are arranged so that the students after the first year alternate blocks of study and blocks of paid employment, and the School has therefore four ten-week blocks, two five-week blocks, and its students have a two weeks vacation.

The University was asked by a group of Harvard Teaching Hospitals to set up a plan which would prepare nurses for those hospitals. There was no specific decision at all to give up the schools in those teaching hospitals, but perhaps by implication the University got this idea. I am not sure of this, but anyway the University liked the plan we had, saw potential in it, was interested in working with the Harvard Teaching Hospitals, and so as of September, 1964 begins to enroll students in its own Associate Degree Program in Nursing.

This will be in many respects quite different from the standard programs, not probably in subjects and not in final outcome in courses including the clinical experience, but after the first year the student will have alternating blocks of college study, and paid employment in the participating hospitals. This means, for example, that a student in her second year will have ten weeks of time at the college during which Nursing will be taught with her other subjects and during which she will come with her teachers to the Hospital for the usual instruction in the patient unit. The next block she will return to the Hospital, this time as a member of the Hospital employed nursing personnel. She will alternate blocks in this way until she has completed her three years, the equivalent actually in terms of college credit hours of two years. The arrangement of the program will give the student opportunity to earn her entire second and third year. Northeastern operates many programs in this way and was in fact the pilot university for the cooperative work plan. If you were to write I am sure they would be glad to send you the details.

We think this idea has possibilities because it means that instead of graduating at the end of two years knowledgeable but unskilled, the student will have opportunity to work with patients and therefore during the second and third years will develop her skills. More than that I cannot say. It is our hope. The Children's Medical Center, the Beth Israel Hospital, and the Massachusetts General Hospital are cooperating with Northeastern to furnish the facilities for their teaching and we shall all three employ the students during their work blocks.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

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RS:BV

April 27, 1966

Mrs. Margaret Platts A'Hearn
Isaac Davis Road
Concord, Mass.

Dear Mrs. A'Hearn:

I am sure that you will realize that your reply to my article in the QUARTERLY was as disappointing to me as the article was to you. I have kept your reply in front of me, trying to think how I could be helpful to you and to the other graduates who are as puzzled as are you.

First of all let me say that when Miss Parsons made her statement in the M.G.H. History there is no question but what she was right. Since that time many changes have occurred in education and the whole field of science and education has started to move at a tremendously rapid rate. Miss Parsons was writing about my day or a little before my time (1919-1922) when there were no prepared teachers for schools of nursing, or almost none, and when really the only way a student could learn was pretty much at the bedside. The whole concept of education in the university for nursing was almost at the embryo stage. However, Miss Parsons was farseeing enough to hope that some time we could have a true collegiate program here at the M.G.H.

If I could talk with you I could trace the efforts that we have made with several colleges and universities to try to bring this about. Our most recent effort has been with Harvard and Radcliffe, and the quite expensive experiment with Radcliffe to try to see if through a start the seed could be sown and Radcliffe find interest in taking the nursing program on. Radcliffe did not; in part because they do not any longer teach their students who are all taught at Harvard, and partly because Harvard permits no vocational or professional subject matter at the undergraduate level, so that a student in Harvard, and this now includes Radcliffe girls, can have nothing but liberal arts, one type of concentration or another. We have worked on this problem since the mid-1930's, and we have tapped the resources or the interest of almost all of the universities in the Greater Boston area.

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Meanwhile, the whole process of education for nursing has changed. We now know that much can be learned through instruction, through reading which once was taught by the slower method of learning at the bedside. I am not saying that the bedside experience is not necessary. What I am trying to say is that there is not time today to learn all this at the bedside, for there is too much to be learned in the time available for learning. In our program here you would find that in the past thirteen years there has been a real change in the whole teaching program, and a real reduction in the amount of time the students spend with the patients, but I am of the belief that since their time with the patients is better planned and more definitely released from the demands of nursing service the students now come out with just as much in head, hand, and judgment as you did in your time. This adjustment is made in the light of the changing amount of knowledge to be acquired within the three-year span of time.

I do not know where Mr. Garland got my recommendation to the Trustees, unless he happened to come upon some of the notes at the time we were considering the possibility of changing our school into an accredited junior college. This was considered back before the 150th Anniversary, with the idea we perhaps would be better in step with the times if we were to have the State give us a charter as a junior college. This was studied, and then was given up for a variety of reasons, one of which was that we felt our program at that time was superior in nursing to what we could give in the standard acceptable junior college type of program. When I was talking about upgrading nursing education to the junior college level I was talking about the three-year school, for all nursing schools in the country which are three-year schools are not yet at the junior college level. I was not talking about the teacher, the supervisor, the administrator, or the researcher, all of whose preparation should be either at the Master's or Doctoral level, and about this today there is no question. The pathos lies in the fact that there are not enough nurses going on for their Master's to give us either a sufficient number of teachers or prepared supervisors.

Now to come back to this requirement of four years for a baccalaureate program. I did not think my article said that. Colleges today view the transfer of students, or the acceptance of credit for an entering student, with a very different eye than they did some years ago when I or you went on to school. Today there is a very different emphasis on the requirement that every student qualifying for the degree have certain basic cultural studies or studies in the area of the humanities and sciences, social, physical or biological. This means that the student must have probably the equivalent of two years of college exclusive of her nursing, else the college will not grant the degree. This also means that because the student has the broader background in her first two years that the nursing taught in the colleges is taught at a different level of instruction than in either the three-year school or the junior college. Therefore, the girl going from our school for

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instance, or from a junior college school, goes into the college with her courses in a sense backside-to. She has had her nursing courses without the broader and deeper science courses which should undergird the nursing. The college therefore says "We cannot give you blanket credit or over-all credit for your nursing courses, but we will give you the opportunity to take qualifying examinations in your sciences and in your nursing courses. If you pass these qualifying examinations adequately you will have full credit for the course." This means in some instances that our graduates are getting more credit than they had before, and at the same time they are getting a broader educational background than they could have had before. This is the trend, and you cannot hold the colleges back. The only thing that we here at the M.G.H. can do is to continue to improve our nursing courses, insofar as we can, to make the teaching stronger, and where it is possible to make the experience better, richer, and provide the student with time to absorb her experience, then hope that on her examinations she will excel. Now there is a certain value to this, too, in that before we had able students who went through the school with as little effort as possible except on the wards, and therefore they may have turned out to be very good bedside nurses, but yet lacked some of the knowledge that the best bedside nurse ought to have. It is our hope today that with this stimulus for this type of "transfer" program that our graduates will come out with a better knowledge and have not only a better ability to practice nursing but also a readiness to achieve better in the qualifying examinations.

The whole question of credits for the graduate of the two-year college in nursing is still open. It is possible that she might get credit for her English. It is possible she might not get full credit for her sciences because the courses are shorter. It is very probable that she will not get any more credit in science and in nursing than does the graduate of the three-year school and will have to take the same examinations. There are some exceptions to this where colleges are well known, and one senior college has tested the products of a two-year college and therefore will accept them, but I think you will find that they will not accept them with full credit in nursing, since their nursing also is not based upon the same broad science foundation as that of the four-year student.

There is another question which is worrying me very much. I thought it was not particularly apt to include it in my article - that is the cost of the diploma program. This is worrying hospital administrators and it is very much on the minds of the directors of the nursing schools because to improve means to increase costs. Patients are already bearing a heavy burden of cost for the diploma school education. They are also bearing a heavy cost for the education of interns and residents, so in this particular instance I have not been too worried here, but there are other places where they do not have the same feeling as do we at the M.G.H., and they are questioning whether they have the right to conduct a school. We have not done a Cost Study for five years, but at that time we found that over and above the student's contribution in direct payment

instance, or from a junior college school, goes into the college with her courses in a sense backside-to. She has had her nursing courses without the broader and deeper science courses which should underlie the nursing. The college therefore says "We cannot give you blanket credit or over-all credit for your nursing courses, but we will give you the opportunity to take qualifying examinations in your sciences and in your nursing courses. If you pass these qualifying examinations adequately you will have full credit for the course." This means in some instances that our graduates are getting more credit than they had before, and at the same time they are getting a broader educational background than they could have had before. This is the trend, and you cannot hold the colleges back. The only thing that we here at the M.G.H. can do is to continue to improve our nursing courses, insofar as we can, to make the teaching stronger, and where it is possible to make the experience better, richer, and provide the student with time to absorb her experience, then hope that on her examinations she will excel. Now there is a certain value to this, too, in that before we had able students who went through the school with as little effort as possible except on the wards, and therefore they may have turned out to be very good bedside nurses, but yet lacked some of the knowledge that the best bedside nurse ought to have. It is our hope today that with this stimulus for this type of "transfer" program that our graduates will come out with a better knowledge and have not only a better ability to practice nursing but also a readiness to achieve better in the qualifying examinations.

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of tuition and her contribution to the care of patients she cost the Hospital net $1,300.00 per year, or a total of $3,900.00 per student at the time of graduation. Small schools find that their costs run nearer $4,500.00 by the time of graduation. I am not quite sure what a study would show now, since the students' hours have been reduced and their tuition has been increased. However, so have salaries for graduates and others on the Nursing Department staff, so it is possible that our costs might stay about the same and probably would be no lower.

There are so many facets to all of this that it would be easier to talk with you than it is to write, but I trust that I have been a little helpful and that if you have a question you will feel free to write to me. It is so hard to put all of this into print. We have worked so constantly since the mid-1930's to try to find a way to relate our School to a college, but with the accrediting requirements that hospitals may not participate in a collegiate program, that the control of the program must be entirely in the college or university, it makes it impossible for us to have a joint plan with any institution and have it accredited. This is one of the reasons why our Radcliffe plan has been, or will be, phased out next September. Do come and see me if you ever can.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

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THE UNIVERSITY OF TEXAS — MEDICAL BRANCH
GALVESTON

23 JULY 1964

THE SCHOOL OF MEDICINE
THE SCHOOL OF NURSING
THE TECHNICAL CURRICULA
THE POST-GRADUATE PROGRAM

THE JOHN SEALY HOSPITAL
THE CHILDREN'S HOSPITAL
THE PSYCHOPATHIC HOSPITAL
THE ROSA AND HENRY ZIEGLER HOSPITAL

DIRECTOR OF NURSING
MASSACHUSETTS GENERAL
BOSTON, MASSACHUSETT

DEAR MADAM:

IN A RECENT COMMUNICATION FROM THE AMERICAN MEDICAL ASSOCIATION CONCERNING PROBLEMS IN PATIENT CARE, FLORENCE ALEXANDER SUGGESTED THAT I CONTACT YOU FOR MORE DETAILED INFORMATION OF THE UNUSUAL PROGRAM BEING CONDUCTED BY YOUR DEPARTMENT OF NURSING.

A FACULTY COMMITTEE IS IN THE PROCESS OF RE-STUDYING OUR WHOLE PATIENT CARE PROGRAM IN ORDER TO MAXIMIZE THE EFFECTIVE AREA OF OUR PROGRAM AS WELL AS DELINEATE THE PROBLEMS AND THEIR APPROPRIATE RESOLUTION. THE ATTEMPT TO BE IDEALISTIC AS WELL AS REALISTIC IN OUR PROPOSALS OFTEN PROVES OUR MAJOR HEADACHE.

ALL DETAILED INFORMATION THAT YOU SHOULD FIND CONVENIENT TO TRANSMIT TO ME WILL BE APPRECIATED. SHOULD A PERSONAL VISIT BE INDICATED, COULD THIS BE ARRANGED?

SINCERELY YOURS,

David Gold

DAVID GOLD, M. D.
ASSOCIATE PROFESSOR OF SURGERY

DG:MGG

September 11, 1963

Sister Duchesneau, R.N.S.J.
Director
Jeanne Mance School of Nursing, Inc.
DeGoesbriand Memorial Hospital
Burlington, Vermont

Dear Sister:

I am glad to send you whatever information I can about our plan, but I must also say that we here at the School of Nursing are tremendously disappointed because the university with which we had made our plans is now about to start a school of nursing of its own with an Associate Degree program, and therefore we must give our plan up.

However, we still think it was a good plan. We find the first group to pursue this program a satisfactory, well oriented, soundly taught group, and we are terribly disappointed that we cannot continue to offer this same opportunity to our students.

The plan in general was this - the students applied to us, because it was our program, and after appointment to this School of Nursing were given the opportunity to choose between our Standard Program and this new experimental so-called Alternate Plan. One of the greatest factors in the choice almost inevitably was cost, because the students in the University paid full tuition, and either lived at home or paid the charge for dormitory residence and meals. In other words there was over $1,000 difference in the first year fees in September. In addition to this the students paid us for the summer term when they came to us what amounted (including uniforms) to $400 more. However, last year (the first year that we tried this scheme) twenty-three students accepted the appointment to the first year university plan. They took standard university full credit courses in Anatomy, Physiology, Chemistry, Anthropology, Sociology, First Year English, and our nurse who was liaison with the university gave the Introductory course in Nursing. All of these courses were full credit university courses, not tailored for us. At the end of thirty-five weeks the students came to us for the summer term, which was followed by four weeks vacation before the second year began. During the summer they continued their Nursing, added Nutrition and Microbiology. Obviously the strand of Nursing

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Fellowshipland Memorial Hospital
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continued to be fine. Now that the second year is beginning they will continue with Medical-Surgical Nursing including Nutrition and Pharmacology, and will proceed as a separate section in the School, but with more or less the standard curriculum pattern. It is our hope that in the second half of the second year they will join the Standard Program students in Obstetrics and Pediatrics, and we shall then have some opportunity to see the two student groups together and to have in that way another means of evaluating the worth of the college courses. During the second year they will carry a full course in Psychology for thirty-five weeks at the university, and in their third year they may have an elective at the university which we hope will be in the area of Government or History, or Literature; some one of the non-scientific subjects. In the courses I mentioned above I said they were all full credit. There was one ten-week course (because the university operates on ten-week terms) in Mathematics which preceeded the Anthropology and Sociology, each of which were ten weeks in length. This ten weeks was vacant and available and into this we asked the university to put a unit in Mathematics since we did not want these students to be handicapped by their lack of Freshman Mathematics, a course which normally goes along with Freshman Chemistry. Fortunately the person who taught this course is a graduate nurse who, after getting her Bachelor's from the University of Rochester went on to get her Master's in Mathematics and now is working toward her Doctoral in Mathematics. The fact that she originally had a nursing foundation was of course just good luck. But the fact remains that it gave her a considerable understanding of the kind of Mathematics the girls would need for Chemistry, and also basic to Pharmacology. The course was really very well designed, but we would expect no transfer credit for it, although there would be credit at this particular university.

Because the university felt that the students would have had so much work which could be recognized they had asked to give the students an Associate in Science degree at the end of the total three years. We are sorry now that we agreed to this because perhaps if we had not we would not be losing the opportunity to continue the plan, but we did agree to it, and of course this was one way in which the added cost was explained to families.

Our students have for several years now taken the College Board Entrance Examinations and consequently there was no problem for them in college entrance, since our School of Nursing entrance requirements matched in all respects, except Mathematics, the entrance requirements for the university. We had previously required two years of College Mathematics and the university requires three. We therefore have now added this third year of College Mathematics to our requirements. The students take the Scholastic Aptitude Test

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of the College Board, preferably in their junior high school year, and then in their senior year may or may not repeat this test to see if it rises. The also take the College Board Examination in English and in Intermediate Mathematics. All of our students appointed in the last several years have had College Board scores high enough to admit them to some college. Very few would have been eligible for a college such as Radcliffe or Wellesley, for example, but a large number would have been eligible for the next level college, and some for a college which admits on 425-450 score.

We have never put out a bulletin because by the time we got ready to publish one this change was in the air. Therefore, I can only send you this description. We do not have any additional copies of the flyer which was placed in our catalogue, but I will ask to have a copy verifaxed for you so that you can see what the costs of the program have been.

The university furnished office space for our nurse who was the Coordinator of the plan. They have been very generous in including her in the university activities, and all in all have been extremely helpful. When we started out it was suggested that the university appoint her to their university staff with an assistant professorship. However, we wanted to make it very clear to all, including the accreditation authorities that this was our program and not a collegiate program, or one which we were trying to run jointly. We asked the League to come for a day of consultation with us and the university authorities. We did refuse the assistant professorship for the Coordinator, and we also refused the university's offer to pay a part of her salary. In this way we tried definitely to keep the program under the full control of the School of Nursing, and so avoid confusion.

I trust this will be helpful to you. If there are other questions I shall be glad to answer them. I do think such a plan has possibilities if it can be financed by the students. We took 119 students into our Standard Program last year, and 23 in the Alternate Experimental Plan. This year we shall have 126 in our Standard Program, and 29 in the Alternate Plan.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

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Director of the School of Nursing
RS:W and Nursing Service

Jeanne Mance School of Nursing, Inc.
DeGOESBRIAND MEMORIAL HOSPITAL
BURLINGTON, VERMONT

August 27, 1963

Miss Ruth Sleeper, R. N., Director
Massachusetts General School of Nursing
Boston, Mass.

Dear Miss Sleeper:

We are presently undergoing an intense study of our school of nursing program and plans for the future. We are collaborating with a local liberal arts college in investigating the possibility of establishing an associate degree program in nursing within the college.

We are aware that you have recently developed a new program with Northeastern and are very interested in receiving information regarding curriculum content and placement, whether the science courses at the University are given just for nursing students or if the nursing students take the college courses as given to other students.

We would greatly appreciate a description of your administrative and educational organization with them, as well as your current bulletin.

Thank you for this kindness to us.

Sincerely,

Sister Duchesneau R.H.S.J.

Sister Duchesneau, R.H.S.J.
Director

SD/mr

June 4, 1964

Miss Rose Muscatine Hauer, R.N.
Director of Nursing
Beth Israel Hospital
10 Nathan D. Perlman Place
New York 3, N. Y.

Dear Miss Hauer:

Obviously you have been misinformed about our participation in the Associate Degree Program at Northeastern University.

Six schools of nursing, all related through their hospital parentage to the Harvard Teaching group, worked together over a year ago to try to obtain some over-all plan which would improve the schools and at the same time furnish graduate nurses for the teaching hospitals of the Harvard Complex. Out of this has come the Northeastern University three-year Associate Degree Program, with two full years of instruction and study, and one year (the weeks interspersed in ten-week blocks during the second and third years) of work for pay. This is part of the Northeastern University plan which is somewhat similar to the Antioch plan, known better in the middle-West. In other words, the student will have a full year at the college, and then under college direction ten week blocks for two years of study, including clinical nursing practice, and ten week blocks of work during which time she will be employed by the hospital and paid and supervised by it. There will be no relationship to her course, except she will be followed by the University during this block because she is one of the "cooperative work" students. We have with two other hospitals offered facilities for these students to have their study blocks in clinical nursing on our wards, and we have agreed to employ a certain percentage of the class entering in September, 1964.

We have no plan to discontinue our own diploma school. This is an added plan in the Boston area at Northeastern University. The underlying objective for starting this type of school is involved in the philosophy of Northeastern University. All of their educational programs on the basic level are conducted on the cooperative work plan; all with one general college year, and then the years following (whatever they may be in number to achieve the degree) on the cooperative work plan. This is not new to them, this is the plan they have now carried on for many, many years. The graduates

June 1, 1964

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Beth Israel Hospital
10 Nathan D. Perlman Place
New York 3, N. Y.

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of this plan will be licensed not as three-year people, but as two-year. The time in the second and third years is equally distributed between study and work and therefore the student actually has a two-year program spread over three years, so that after her first year she can earn her way financially both for tuition and maintenance.

I would suggest that you write to Northeastern University for a copy of their catalogue which will describe this somewhat more fully.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
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BETH ISRAEL HOSPITAL
SCHOOL OF NURSING
10 NATHAN D. PERLMAN PLACE
NEW YORK 3, N. Y. 10003

OFFICE OF DIRECTOR OF NURSING

June 1, 1964

Ruth Sleeper, Director of Nursing
Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Sleeper:

It is with great interest that we read about the Associate Degree Program in Nursing that you will be participating in this September.

We would appreciate if you would answer the following questions regarding your program?

1. Do you eventually plan to discontinue your own Diploma School?

2. What were the underlying objectives for starting this type of school instead of a two year program?

3. How will the graduates of this program be affected by the Massachusetts three year licensure?

In addition, we would appreciate any further information you can give us in relation to this program.

Thank you.

Sincerely yours,

Rose Muscatine Hauer

RMH:BB

Rose Muscatine Hauer, R.N.
Director of Nursing

November 9, 1962

Mrs. Maxine F. Jacks
Assistant Director of Nursing
St. Joseph's Hospital School of Nursing
921 Dorcas St.
Omaha 8, Nebraska

Dear Mrs. Jacks:

I shall be delighted to see the plans for your residence, and hope that you will enjoy it as much as we enjoy the one opened in 1954.

We have started a program which we are calling an "Alternate Plan," actually an enriched plan, admitting to it this year one section of our Freshman Class. This plan is under the control of the School of Nursing. All of our students admit on requirements comparable to the College Entrance requirements. Therefore we appointed our entire class first (this year 141) and when a student was sent her appointment she was given the opportunity to elect to be in the section which is having its first 35 weeks at Northeastern University. She was informed as to costs, and had been told the difference in the two plans during her interview. Twenty-three students elected to take this plan. They, therefore, are paying full college tuition. If they live at home there is no charge for housing. If they do not, they live at the University residence. The Freshman program includes English, Chemistry, Anatomy, Physiology, Anthropology, Sociology, and Nursing. All of the courses, with the exception of Nursing and a small unit of Mathematics, are the regular college courses and our students are either in sections with the others or are having the same courses that the other students have. They have all of the college rights and privileges and belong to the college Student Organization. At the end of 35 weeks they will come to us here for the remainder of their three-year program. We shall have to teach them in a separate section for some time, because time-wise they will out of step with other students, but we do want eventually to get them into the program with the other students who have been on the standard plan, so that we will have opportunity to study the differences which their background may have made.

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During the second year they will carry a course in Psychology at the University for 35 weeks, and in the third year they may, if their studies here and their nursing practice are in good standing, carry an elective course, preferably in the humanities. For this they will receive our diploma. If they carry the course in the third year they will receive an Associate in Science degree. This is not a standard Junior College plan. This is for us the first step into a broader basis for our three-year program. We studied the Junior College plan and decided that at this time we did not wish to take on the usual Associate in Arts program. Personally, I was not particularly interested that these students should have the Associate in Science degree. I wanted to emphasize the fact that this was an "enriched" plan. We do not call it enriched because we do not want to create misunderstandings or conflicts between this group and the regular students, but this was our purpose in setting up the program. It was the University which said that actually they owed the students the degree because of the number of hours which they would have completed there plus some allowance for their nursing here.

I am sending you under separate cover our catalogue. A new one now under revision will not be out for some time.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

During the second year they will carry a course in Psychology at the University for 35 weeks, and in the third year they may, if their studies here and their nursing practice are in good standing, carry an elective course, preferably in the humanities. For this they will receive our diploma. If they carry the course in the third year they will receive an Associate in Science degree. This is not a standard Junior College plan. This is for us the first step into a broader basis for our three-year program. We studied the Junior College plan and decided that at this time we did not wish to take on the usual Associate in Arts program. Personally, I was not particularly interested that these students should have the Associate in Science degree. I wanted to emphasize the fact that this was an "evolved" plan. We do not call it enriched because we do not want to create misunderstanding or conflicts between this group and the regular students, but this was our purpose in setting up the program. It was the University which said that actually they owed the students the degree because of the number of hours which they would have completed there plus some allowance for their nursing here.

I am sending you under separate cover our catalogue. A new one now under revision will not be out for some time.

Sincerely yours,

Ruth Tiegen, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

Creighton Memorial
St. Joseph's Hospital School of Nursing
921 Dorcas Street, Omaha 8, Nebraska

pend cat

October 29, 1962

Miss Ruth Sleeper
Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Sleeper:

Under another cover I am sending a copy of our school brochure. Since your support of our theory that single rooms for students are very desireable the plans for our new residence and education unit have become realities. As yet the building is not complete, but we expect to move in next summer. We have both single and double rooms on each of the eleven dormitory floors. Each floor will house 36 students. Eagerly, we await the advent of the new facilities.

Recently, someone told me that you have made arrangements for your students to receive A.A. degrees from one of the colleges where your students study. If this is so, could you tell me briefly how this plan operates? In this part of the country, our senior colleges are reluctant, or at least hesitant, to grant A.A. degrees and few of them do this. At present our students have 30 - 32 academic credit hours at Creighton University, so I am wondering what approach might be feasible to make in regard to an A.A. program for our students.

Any suggestion you could make will be greatly appreciated.

Sincerely,

Maxine F. Jacks
(Mrs.) Maxine F. Jacks
Assistant Director of Nursing

MFJ/jmp

October 25, 1965

Peter D. Ward, M. D.
Executive Director
Health and Hospital Planning Council
of Metropolitan Savamah
509 Industrial Building
Savannah, Georgia 31401

Dear Dr. Ward:

Doctor John Knowles has referred your letter of October 1 to me.

I wish that I could answer you in the affirmative, saying that our program had been successful and was underway to enlargement. On the contrary, I must say to you that our program was so successful that the university where we had sent some of the students for their first year has now established a school of nursing of its own, and therefore does not have room for ours. There are, however, other situations in the country where this kind of plan is being carried out.

We had hoped that we could send all of our students to Northeastern University, which is a brief ride or a possible long walk, for their Freshman Year, having a full year of English, Anthropology and Sociology together for a year, a year of Chemistry, a half year of Anatomy, a half year of Physiology, and a course in beginning Nursing which a member of our School of Nursing faculty went to the University to teach. In the summer the students returned here, but in their second and third years in the School of Nursing carried one course at the University; Psychology in the second year, and an elective in the third year which was to be in some area of the humanities.

I do know that the Rhode Island Hospital in Providence now has a plan underway with Brown University, I believe, which is not dissimilar, and that other schools in the country have had more success than we in maintaining this type of relationship. Personally,

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I think it could be an answer, but it is a real problem to start it in these days when the demand for entrance to college or university is almost out of proportion to the available facilities. Consequently, the colleges in this area of the country, being so crowded, do not feel they can take on a group which will not be a full degree program group in the college or university.

I cannot help but note with interest your postscript, too, which I presume Doctor Knowles did not realize would go unanswered if I took over your letter. I think I can say from listening in the Administrative Conferences that the M.G.H., already having a large building program at the moment, did not want to undertake such a project when somebody else stood ready to build and staff a nursing home which promised to be a good facility for extended care from this hospital. I don't think any of us would say that we never shall build a nursing home, but we do not think at the moment that such a plan is propitious.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

Dictated but not read

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BP
Dictated but not read

HEALTH AND HOSPITAL PLANNING COUNCIL
OF METROPOLITAN SAVANNAH
509 Industrial Building
Savannah, Georgia 31401

October 1, 1965

Doctor John H. Knowles
General Director
The Massachusetts General Hospital
Boston, Massachusetts 02114

Dear John:

I understand that in Massachusetts you have worked out a program on a trial basis whereby student nurses in the hospital diploma program attend one year at a university and two years in the hospital, at the end of which the university grants an associate degree certificate. This program certainly appears to have merit, and perhaps will partially combat the pressure from the higher echelon of nursing educators, particularly the League, to annihilate the hospital diploma programs.

I would be grateful for your comments and any information that you may have on this.

Kindest personal regards,

Sincerely yours,

Peter D. Ward, M. D.
Executive Director

PDW:lk

P. S. I read with interest about the multimillion dollar proprietary nursing home to be built near the MGH, and your comments in the September issue of Modern Hospital. This provokes my curosity ---why wouldn't the MGH do this job?

March 22, 1965

Miss Jeanne Sammis
Box 167 North Hall
State University of New York
Stony Brook, New York 11790

Dear Miss Sammis:

I am sorry to have to write you that the Coordinated Program of Radcliffe College and the Massachusetts General Hospital School of Nursing is no longer to admit applicants.

We have found the program an excellent one and are sorry ourselves to see it close, but Radcliffe College feels it can no longer participate and therefore the decision has been made.

If you are interested in the post-Baccalaureate program in nursing, I would refer you to the Columbia University-Presbyterian Hospital School of Nursing in New York City, and to New York Medical College School of Nursing, Flower and Fifth Avenue Hospitals, New York City.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

March 17, 1965

Miss Mary Katherine O'Hare
5105 Westpath Way
Washington, 16, D. C.

Dear Miss O'Hare:

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Director of the School of Nursing
and Nursing Service

RS:BF

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5105 Eastpoint Way
Washington, 16, D. C.

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:RF

August 5, 1964

Miss Elizabeth Gilbertson
17 Madison Avenue
Madison, New Jersey

Dear Miss Gilbertson:

I am sorry to have to write you that the Coordinated Program of Radcliffe College and the Massachusetts General Hospital School of Nursing is no longer to admit applicants.

We have found the program an excellent one and are sorry ourselves to see it close, but Radcliffe College feels it can no longer participate and therefore the decision has been made.

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

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17 Madison Avenue
Madison, New Jersey

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

December 7, 1964

Mrs. W. C. Neely
Hood College
Frederick, Maryland

Dear Mrs. Neely:

It is good indeed to hear from you. I have glanced at the Hood magazine occasionally wondering if I would see your name in it, or the names of any of those I once knew there. However, there are so many strangers in your group as there are now in ours that I feel very far away.

I am sorry to have to tell you that the program which we had conducted as the Coordinated Program with Radcliffe College is no longer under its present organization to accept students. We do not expect at this moment to reorganize it here, but are searching for a college in which the plan could be developed, using as they chose the clinical facilities of this institution. Since 1959 we have admitted girls from any liberal arts college who were in good standing, rather than admitting through Radcliffe College. This enabled us to have a diversity of background and a somewhat larger group of accepted students. However, this will not be open so far as I know to the student to whom you refer.

At the present time I can only suggest that she go to the Columbia University School of Nursing at the Columbia University Medical Center, and hope she might find a satisfying program there. To my knowledge that is the only place now organized for college graduates. There is a plan under development at the Flower Fifth Avenue Medical Center School of Nursing, but I think this is not yet as far along as the Columbia one. I do wish we could take the young woman here.

Best wishes to you for now and for the Holidays.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

HOOD COLLEGE
FREDERICK, MARYLAND

November 23, 1964

Miss Ruth Sleeper, Director
School of Nursing
Massachusetts General Hospital
Boston, Massachusetts,

Dear Miss Sleeper,

When one of our juniors came to see me the other day about her plans for becoming a nurse I immediately thought of you as a person who could give us some advice.
The girl is interested in making plans to attend a School of Nursing after graduation where her professional training will be based on college preparation and where she will be with other college graduates. Thus far her inquiries to several schools and to the National League for Nursing have produced very unsatisfactory answers to her questions regarding a good program for her. The booklet of schools sent by the League indicates practically no schools of the type she is seeking but does indicate that a number of new programs are in effect at various schools. Since this girl is a good student who will have a good college background, with emphasis in the Physical and Biological Sciences, and who should make a good nurse, I am interested in helping her to find the "right" school. Could you give us some suggestions?

I hope all goes well with you and with Mass. General. We surely do miss seeing you down here occasionally. My warmest regards to you.

Very truly yours,

Margaret Snyder Neely (Mrs. W.C.)

March 31, 1964

Miss Constance Holleran
5120 Sargent Rd., N.E.
Washington 17, D. C.

Dear Miss Holleran:

This is a very tardy letter. Suddenly last week I awakened to the fact that I put your letter aside, planning to answer it when I had time for a visit, and that you were doubtless feeling very concerned over the fact I had not answered your question relative to the use of some of our students here for your research project.

On the whole I think the Report came out quite well too. My problem is that I have a couple of hundred copies here and nobody wants to buy them. I distributed enough, I had hoped, to whet a few appetites but obviously I did not succeed, at least the Report did not succeed, in stirring up the appetites, and consequently I have sold only two. If you should hear of a market please let me know.

Now about the relationship for the School. We did go to M.I.T. Let me tell you the history. I won't try to give you all the dates, but back in the 30's we went to Harvard, to the Rockefeller Foundation for an endowment, and to Radcliffe. Then we got into the 40's - back to Harvard, back to Radcliffe, to Simmons, to Boston University, to Wellesley (which almost got a program planned) to M.I.T. which voted to take us provided we met the entrance requirements for mathematics and the mathematics and physics requirements for graduation. The Professor who studied the possibilities with us added he hoped if we ever had such a student graduate that she would never take care of him if he were ill. Unfortunately, we knew the restrictions set up were too much for us, and so we said a pleasant thank-you to M.I.T. and went back again to Radcliffe where our "loose" relationship was established. Boston University would have taken the whole school in order to have this as their practice field. This was before they had opened a basic program. Simmons did not want to consider it because they did not want to enlarge the number of students in the nursing program disproportionately to the numbers in other

programs. Wellesley was very much interested - got so far as planning laboratory, summer program, curriculum, when their Trustees voted that they were a Liberal Arts college and therefore not open to such plans. At that time they also discontinued their very old and very good physical education program. I should add that in the course of our searches we have also talked with the Harvard School of Public Health which seemed a very logical place for it, but the Dean there was not interested.

If you have any other ideas please do pass them on. We don't seem to make progress as we should, and just what we will do I do not know, but I hate terribly to see us give it up. Perhaps the fact that Mrs. Bunting is going to Washington will help us for a little while. I trust so.

My very best wishes to you. Please be reassured we will do anything we can to help, and pardon this late letter.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

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Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:HF

5120 Sargent Rd. N.E.
Washington 17, D.C.
February 28, 1964

Dear Miss Sleeper,

I have been thinking about writing to you for some time now to say I did receive my copy of the "N.L.C.N.S.A.N.E." report. For the most part I think it is well done and Miss Woodward's observations were astute and often penetrating. Of course she did deal another blow (unwittingly I am sure) to the hospital schools of nursing.

School keeps me very busy, some of it interestingly so, but much of it is lacking in vitality, at least for me. I guess I learned more "on the job" than some others have. If there are not too many doing studies on our - really yours now - seniors, I would like to do a study to compare certain attitudes etc. at the end of the second year and at the end of the third year. However I have not yet presented my idea to the faculty council. In preparation I was interested to read Thelma Lagle's suggestions for internships for basic B.S. graduates and for residencies for Masters graduates (A.J.N. 1960). Also Georgetown Law School and T.C. Social Studies department now have internships so it may prove to be interesting.

At Christmas time, in talking with some faculty members about the future of the school etc. I questioned whether we had ever made a serious effort at looking into the possibilities of an M. I. T.-M. G. H. School. No one seemed to think we had. It has been a thought for some time now, so I am curious - Have we?

Several papers I have had to research for and class discussions on the trends in medicine and in nursing keep bringing this to mind.

We say nursing is not a science - yet - but it is an applied science or a technology. Science preparation as well as an understanding of electronics will be necessary for nursing in the 1970's. The emphasis of biochemistry, bio-physics, radiation, and bionics (I liked this word) seem to be such, that a school of nursing associated with an institution like M. I. T., if it had a really crackerjack adventurous nursing faculty, could lead the way. I have sent for the M. I. T. catalogue to see if its philosophy might allow such a venture, but I have not yet received it.

You perhaps will think this quite far fetched as you know reasons why it cannot be! However I would like just to get it off my chest.

I hope you are well and not too harassed this winter. Regards to Miss Lepper

Sincerely

Connie Hallen

March 25, 1964

Miss Constance Holleran
5120 Sargent Rd., N.E.
Washington 17, D. C.

Dear Miss Holleran:

Miss Sleeper has asked me to write and tell you that it is O. K. for the research project, and that she will write to you later on.

Sincerely yours,

Secretary to Miss Sleeper

January 12, 1960

Mrs. Arnold Staples

Brooklin, Maine

Dear Mrs. Staples:

The combined Simmons-Massachusetts General Hospital course was discontinued some time in the mid-thirties. Since then Simmons has conducted its own School of Nursing, giving both the diploma and the degree. For several years the Simmons program joined with the Radcliffe College-Massachusetts General Hospital program here for the clinical instruction. Beginning in the fall of 1959, however, Simmons has assumed full responsibility for the teaching of their students. However the Simmons College students still come to this Hospital for their general medical and surgical work in their first clinical year which is actually their fourth year of study, having had three years at the College. I would suggest that if your daughter is interested in Simmons she write directly there. This will give her the requirements for entrance, and I believe will be very helpful. Simmons continues to conduct a good school as it did in the past, and I am sure they will in the future.

1-13-60

In order to show you the contrast in the two programs I am sending you under separate cover a copy of our three year school plan.

As for a secondary school my only suggestion would be that regardless of whether it breaks up certain of the girl's relationships I would be inclined to send her to the strongest possible secondary school. Competition in college is very keen indeed today. A student needs to have the best possible foundation upon which to build, consequently I would think of the high school as a time when a girl to be sure has a wonderful time, but also when she builds her foundation. I think you will find that at this age she will transfer her friendships from one school to another and in the long run come out best with the strongest background. If there are any other questions that I can help you with please do not hesitate to write.

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF